

Spring 2023

Meeting days: N/A	Instructor title and name: Dr. Bob DeSagun
Meeting times: N/A	Phone: (858)361-0612
Meeting location: N/A	E-mail: rdesagun@pointloma.edu
Final Exam: N/A	Office location and hours: N/A
Additional info: N/A	Additional info: N/A

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course examines cultural influences and differences, in addition to issues of diversity, equity, and inclusion. Students will learn how to develop increased awareness and appreciation for diverse backgrounds in order to foster collaborative relationships and environments. Emphasis is placed on developing cultural intelligence and strategies to lead diverse teams.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Exhibit an understanding of Cultural Intelligence (CQ) and be able to explain its four capabilities (Drive, Knowledge, Strategy and Action).
2. Identify cultural influences in the workplace environment and how they affect workplace efficacy.
3. Define individual characteristics and how they affect personal interactions.

4. Synthesize approaches to effectively navigate cultural influences and diversity in the workplace to achieve organizational goals.
5. Interpret how personal beliefs and values regarding different people impact perceptions and personal interactions
6. Use effective verbal and written communication to demonstrate an understanding of cultural influences and diversity in the workplace.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 113 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Livermore, D., *Leading With Cultural Intelligence: The Real Secret to Success*, 2nd Edition, Amacon 2015
2. CQ Pro Assessment can be purchased at <https://www.learnqc.com/cart/>

ASSESSMENT AND GRADING

Assignment distribution by percentage:		Grade scale:	
• Introduction Video	1% (10 points)	A=93-100%	(930-1000 points)
• Devotionals	7% (70 points)	A-=90-92%	(900-929 points)
• CQ Mini Lecture & Discussions	8% (80 points)	B+=87-89%	(870-899 points)
• Diversity Videos	6% (60 points)	B=83-86%	(830-869 points)
• Analysis Papers	40% (400 points)	B-=80-82%	(800-829 points)
• CQ Assessment & Reflection	4% (40 points)	C+=77-79%	(770-799 points)
• Proposal	4% (40 points)	C = 73-76%	(730-769 points)
• Final Project	30% (300 points)	C-=70-72%	(700-729 points)
		D+=67-69%	(670-699 points)
		D=63-66%	(630-669 points)
		D-=60-62%	(600-629 points)
		F=0-59%	(0-599 points)

INCOMPLETES AND LATE ASSIGNMENTS

All weekly module assignments will be due by the due date indicated in Canvas or by 11:59pm on that Sunday (whichever date is earlier). Late assignments will be penalized 5% for every day that the assignment is late. Late assignments past one week of the due date will not be accepted. No assignments will be accepted following the last day of class.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

TUG only:

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

BBA/BAOL (New) only:

At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mvchaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

USE OF TECHNOLOGY

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
	Introduction Video The student will take the opportunity to introduce themselves to the class by posting a photo of themselves that illustrates something unique or interesting about them (i.e. hobby, interest, experience, background, goal, talent, skill, etc.).	3/19/2023 by 11:59pm
	Week 1 CQ Mini Lecture & Discussion	

	<p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p> <p>Week 1 Diversity Video Discussion (Diversity)</p> <p>After viewing the YouTube video, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the video introduction. In addition, the student may also ask questions regarding the YouTube video as well as address and/or comment on other students' questions and comments.</p> <p>Week 1 Devotional</p> <p>After viewing the devotional video by the professor, the student will be required to submit a brief one-page reflection paper (in proper APA format – double spaced) that includes their personal thoughts and/or observations on how the diversity element discussed in the YouTube video influences the way the student personally interacts with others.</p>	
	<p>Week 2 CQ Mini Lecture & Discussion</p> <p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p> <p>Week 2 Diversity Video Discussion (Core Beliefs)</p> <p>After viewing the YouTube video, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the video introduction. In addition, the student may also ask questions regarding the YouTube video as well as address and/or comment on other students' questions and comments.</p> <p>Week 2 Devotional</p> <p>After viewing the devotional video by the professor, the student will be required to submit a brief one-page reflection paper (in proper APA format – double spaced) that includes their personal thoughts and/or observations on how the diversity element discussed in the YouTube video influences the way the student personally interacts with others.</p> <p>Analysis Paper 1 (Problem)</p> <p>Write a 2-3 page paper in proper APA format that discusses a cultural or diversity problem that you have identified in your workplace. Think about some of the cultural influences and/or elements of diversity in your workplace that has caused conflict, misunderstandings, miscommunications and/or challenges that have the potential to negatively affect organizational efficacy. Identify and clearly articulate the problem. Then go into detail regarding how this problem affects or has the potential to affect the organization, department or team's ability to accomplish its goals effectively, efficiently and successfully. <u>Do not</u> discuss the reason or possible causes of the problem; this is what you'll do in next week's Analysis Paper 2 (Cause) assignment. Stay focused on identifying the problem only.</p>	<p>3/26/2023 by 11:59pm</p>
	<p>Week 3 CQ Mini Lecture & Discussion</p> <p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p>	<p>4/2/2023 by 11:59pm</p>

	<p>Week 3 Diversity Video Discussion (Values)</p> <p>After viewing the YouTube video, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the video introduction. In addition, the student may also ask questions regarding the YouTube video as well as address and/or comment on other students' questions and comments.</p> <p>Week 3 Devotional</p> <p>After viewing the devotional video by the professor, the student will be required to submit a brief one-page reflection paper (in proper APA format – double spaced) that includes their personal thoughts and/or observations on how the diversity element discussed in the YouTube video influences the way the student personally interacts with others.</p> <p>Analysis Paper 2 (Cause)</p> <p>Write a 2-3 page paper in proper APA format that discusses the cause of the cultural or diversity problem that you have identified in last week's Analysis Paper 1 (Problem) assignment. Think about some of the possible reasons or causes behind the problem that you identified in your workplace. Go into detail regarding the issues and reasons behind the problem and cite some specific examples. Also discuss the potential negative effects it may have in the workplace. <u>Do not</u> discuss any potential solutions to the problem; this is what you'll do in next week's Analysis Paper 3 (Solution) assignment. Stay focused on the causes of the problem only.</p>	
	<p>Week 4 CQ Mini Lecture & Discussion</p> <p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p> <p>CQ Assessment & Reflection</p> <p>The student will purchase and complete the CQ Pro Assessment from the CQ Center at https://www.learnqc.com/cart/. After completing the assessment, the student will write a 2-3 page reflection paper regarding the results of the assessment. Discuss whether or not you personally agree with the results of the assessment and why (or why not)? Discuss strengths and weaknesses that the results of the assessment reveal. Discuss what you have personally learned from the assessment and how you can apply what you've learned in your workplace to improve the application of CQ in your workplace.</p>	<p>4/9/2023 by 11:59pm</p>
	<p>Week 5 CQ Mini Lecture & Discussion</p> <p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p> <p>Week 5 Diversity Video Discussion (Attitude)</p> <p>After viewing the YouTube video, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the video introduction. In addition, the student may also ask questions regarding the YouTube video as well as address and/or comment on other students' questions and comments.</p> <p>Week 5 Devotional</p> <p>After viewing the devotional video by the professor, the student will be required to submit a brief one-page reflection paper (in proper APA format – double spaced) that includes their personal thoughts and/or observations on how the diversity element discussed in the YouTube video influences the way the student personally interacts with others.</p>	<p>4/16/2023 by 11:59pm</p>

	<p>Analysis Paper 3 (Solution)</p> <p>Write a 2-3 page paper in proper APA format that discusses a possible solution to the problem that you identified in Week 2's Analysis Paper 1 (Problem) assignment. Use what you have learned so far from the course (i.e. textbook, videos, etc.) as to what a possible solution may look like. Go into detail regarding some of the practical steps to take to resolve the problem that you have identified. Ensure that you cite the textbooks in proper APA format to substantiate your proposed solution steps to the problem. Do not discuss possible outcomes that the solution may provide; this is what you'll do in next week's Analysis Paper 4 (Results) assignment. Stay focused on the proposed solutions and the practical steps to resolve the problem.</p>	
	<p>Week 6 CQ Mini Lecture & Discussion</p> <p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p> <p>Week 6 Diversity Video Discussion (Personality)</p> <p>After viewing the YouTube video, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the video introduction. In addition, the student may also ask questions regarding the YouTube video as well as address and/or comment on other students' questions and comments.</p> <p>Week 6 Devotional</p> <p>After viewing the devotional video by the professor, the student will be required to submit a brief one-page reflection paper (in proper APA format – double spaced) that includes their personal thoughts and/or observations on how the diversity element discussed in the YouTube video influences the way the student personally interacts with others.</p> <p>Analysis Paper 4 (Results)</p> <p>Write a 2-3 page paper in proper APA format. That discusses possible and potential results and benefits from implementing the recommended solution from Week 5's Analysis Paper 3 (Solution) assignment. Go into detail regarding some of the positive outcomes that could result from implementing the proposed/recommended solution. Ensure that you cite the textbook in proper APA format to substantiate your outcomes. Stay focused on the positive outcomes that could result from implementing the practical solution steps.</p>	<p>4/23/2023 by 11:59pm</p>
	<p>Week 7 CQ Mini Lecture & Discussion</p> <p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p> <p>Week 7 Diversity Video Discussion (Implicit Bias)</p> <p>After viewing the YouTube video, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the video introduction. In addition, the student may also ask questions regarding the YouTube video as well as address and/or comment on other students' questions and comments.</p> <p>Week 7 Devotional</p> <p>After viewing the devotional video by the professor, the student will be required to submit a brief one-page reflection paper (in proper APA format – double spaced) that includes their personal thoughts and/or observations on how the diversity element discussed in the YouTube video influences the way the student personally interacts with others.</p>	<p>4/30/2023 by 11:59pm</p>

	<p>Cultural & Diversity Training Proposal</p> <p>Create a one-page single-spaced business style letter or an email (equivalent in length to a one-page single-spaced letter) addressed to your immediate supervisor proposing a cultural and diversity training session. The letter or email should discuss and include: (1) the cultural and/or diversity related problem that you have identified at your workplace, (2) possible causes and their resulting negative effects, (3) a recommend a solution, and (4) a list of potential positive outcomes that could result in implementing the proposed solution. End the letter by requesting a time to present the training at your workplace.</p>	
	<p>Week 8 CQ Mini Lecture & Discussion</p> <p>After viewing the CQ Mini Lecture and completing the weekly reading assignment from the Livermore (2015) text, the student will be required to participate in an online discussion by commenting or addressing the question(s) posed by the professor in the mini lecture and/or share some perspective or insight gained from the reading assignment. In addition, the student may also ask questions regarding the mini lecture or the reading assignment as well as address and/or comment on other students' questions and comments.</p> <p>Week 8 Devotional</p> <p>After viewing the devotional video by the professor, the student will be required to submit a brief one-page reflection paper (in proper APA format – double spaced) that includes their personal thoughts and/or observations on how the diversity element discussed in the YouTube video influences the way the student personally interacts with others.</p> <p>Final Project (Cultural Training)</p> <p>The student will create a PowerPoint or Google Slides presentation uniquely tailored to provide cultural and diversity training that will address the problem identified in Week 2's Analysis Paper 1 (Problem) assignment. The student created the training presentation by utilizing what they have learned from the course materials coupled with the information gathered from all four Analysis Paper assignments. The training presentation should be approximately 15-20 minutes in length. The student will record themselves presenting the training. The student will then submit the video recording of them presenting the training along with the slide presentation.</p>	<p>5/7/2023 by 11:59pm</p>